Grade 2 | SCIENCE

WEEK 6 • PRACTICE WORKBOOK • DAYS 26–30

Read the matching lesson in the Week 6 Student Textbook first. Write each answer on the line below its question. Day 30 is answered on your own.

Day 26: Flowers and Pollen

Flower to fruit

Step	What happens
1	A flower makes pollen
2	Pollen is moved to the seed-making part of a flower, often on another flower of the same kind
3	The flower makes seeds
4	A fruit grows around the seeds

1. What is the fine powder that flowers make?

   Answer:

2. What happens right after a flower is pollinated?

   Answer:

3. Explain why pollination matters to people who grow fruit.

   Answer:

Day 27: Bees and Butterflies

Garden count

Visitor	Flowers visited in 10 minutes
Honeybee	24
Bumblebee	17
Butterfly	9

1. Which visitor went to the most flowers?

   Answer:

2. How many flowers did the two kinds of bees visit together?

   Answer:

3. Explain how a bee looking for food helps the flowers at the same time.

   Answer:

Day 28: Other Pollinators

Pollinator chart

Pollinator	When it visits	Where pollen sticks
Hummingbird	Daytime	Head and feathers
Bat	Night	Fur
Moth	Night	Body and legs
Butterfly	Daytime	Body and legs

1. Which pollinators in the chart visit at night?

   Answer:

2. Where does pollen stick on a hummingbird?

   Answer:

3. Why might a flower that opens only at night be pollinated by a bat or moth and not a butterfly? Explain using the chart.

   Answer:

Day 29: Build a Pollinator Model

Model results

Model bee	Touched yellow powder, then a clean cup	Powder in the clean cup?
Fuzzy pipe cleaner	Yes	A lot
Cotton swab	Yes	Some
Smooth plastic spoon	Yes	Almost none

1. Which model bee moved the most powder?

   Answer:

2. Which model moved almost none?

   Answer:

3. Explain what the model shows about why real bees are good pollinators.

   Answer:

Hands-on task: Build and test your own pollinator model

1. Plan: choose a pollinator to model, such as a bee or butterfly. Draw your plan and label the fuzzy part that will carry pollen.
2. Build: make your model with safe materials, such as a pipe cleaner, pom-pom or cotton swab. Put a spoonful of flour or cornstarch in one paper cup for pollen, and leave a second cup clean for another flower.
3. Test: touch your model to the powder in the first cup, then touch it to the clean cup.
4. Record: write whether powder moved to the clean cup and what that shows about how pollinators help flowers.

My model showed:

Day 30: Independent Check: Pollinators

Squash garden

A family grew squash in a garden. In June, many bees visited the yellow squash flowers each morning, and the family picked 30 squash. The next year, a cold, rainy spring kept the bees away during flowering time. That summer the family picked only 8 squash.

Answer on your own. An adult may read the questions aloud but should not give the answers.

1. Which animals visited the squash flowers?

   Answer:

2. How many fewer squash did the family pick the second year?

   Answer:

3. The family picked fewer squash the second year. Give two possible reasons from the text, and explain how one of them affected pollination.

   Answer: